# THE JOURNAL OF EDUCATION

Volume 129 **OCTOBER, 1946** Number 7


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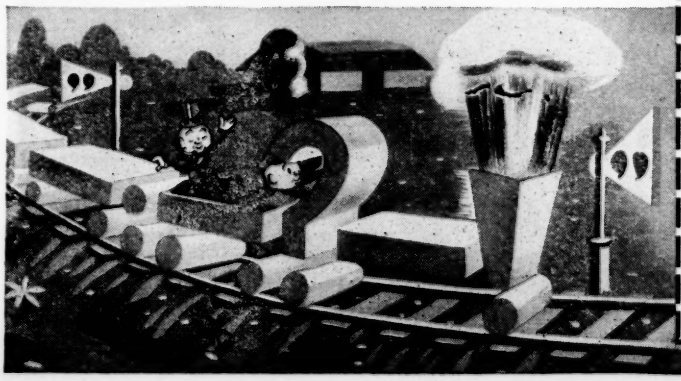

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# The Journal of Education

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*Business and Editorial Offices*
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## as we go to press . . .

We recall the confidential statement of a certain very able editor of a metropolitan daily. He was referring to a learned member of his staff. "He likes to write an occasional editorial and I like to have him. I never understand him myself but some of our readers do —so it lends tone to the paper."

For our own part, here on the JOURNAL, we try not to let much get past us that we do not at least believe we ought to understand. On the other hand, we do not like everything in the JOURNAL equally; our own little contributions often causing us to frown slightly or—but rarely—to be all perked up because we did rather well with that one. Our only point here, when we get to it, will be that we do not expect to please any one reader with the entire fifty-seven varieties of material in this or any other issue. And maybe we shouldn't say that, lest it start some of you searching for what is below par. Bless you, it isn't so bad as all that. It is merely that one man's meat is another man's potatoes. The article you like best may easily be one that we—or one of "we"—like least. We note how often our own scale of rating is flouted by other editors, who pick out for their digestive or borrowing purposes some piece we had never dreamed they would want to reprint. Now don't take offense if your masterpiece has been enthusiastically copied from the JOURNAL by some editor with a roving eye. There are plenty of times when two editors agree—when both recognize a good article.

Of course, if you care to tell us what you enjoyed most in this issue, we might get a better line on your preferences than we have at present. Criticisms and suggestions are always welcome. They have more influence than you perhaps imagine.

▼

Let us add a word of greeting to the many new readers who have come to us this fall — especially those out there in the Philippines. We wonder if other periodicals in the United States are having the same thrill we have over the signs that people in the now independent island republic seem even more than before to want cultural affiliation with this country.

# TEXTBOOKS IN REVIEW

## South America Kit

To make the geography of South America stand out with special vividness and realism is the evident purpose of the South America Kit, which is as varied in its contents as any good workman's kit of tools needs to be. There are five strips of 35 mm. film, each containing some fifty pictures, with suitable descriptive wording. They take up all the different countries in turn, and illustrate their industries, races, products and other characteristic features impressively. Again there are six large charts or maps, each showing a number of related facts—the topography and climate, the inhabitants, the commerce with the United States, the early and late history and similar data. A final map, less cumbered with details, waits for pasters of products and occupations to be applied by the pupils from a reservoir of pictorial stickers included with the kit. A sample diorama comes ready to be set up on a classroom shelf or table, to demonstrate life in the Amazon jungle. For ample measure, one finds a set of large pictures to fill any possible chinks of information not otherwise conveyed. A teacher's manual has been thoughtfully prepared to suggest how the outfit may be used with maximum effectiveness. In this are hints for pupil activities; also tips for the teacher on avoiding the attitude of "The United States is greater" and other unneighborly claims. To make a roomful of South American atmosphere, don't overlook this kit.

SOUTH AMERICA KIT, Foley and Edmunds, New York. $2.50 plus delivery.

## Study Arithmetics 7

If you doubt that the writing of arithmetics has become a complex art, examine this seventh volume in the *Study Arithmetics*. Do this by means of the Index of Mathematical Content at the back of the book. Soon you will discover what we mean. The pupil will never suspect the diversity of skills and concepts that are developing within his brain as he delves into cleverly contrived problems that seem so practical and intriguing. We commend especially the four-step method of introducing a new process to the pupil. It puts him on his own as smoothly as an airplane leaves its runway. Arithmetic has been made both purposeful and attractive in this text—and as free from bumps as any one could wish.

STUDY ARITHMETICS 7. Knight, Studebaker and Tate. Scott, Foresman, and Company, Chicago. $1.08.

## Physics

This high school text by Whitman and Peck seems rightly to claim the fundamental merits of good organization and clear explanation. While it puts the mastery of principles first, it also describes many inventions and applications of those principles. There are special chapters on photography, motor cars, the airplane, radio and television. But many other devices are succinctly treated in the so-called "Sidelights." Numerous non-mathematical questions testing comprehension are a noteworthy feature. The book gives one the impression of trying to teach a limited amount of physics thoroughly, rather than a vast amount superficially. It ought therefore to furnish excellent groundwork for further study.

PHYSICS, Whitman and Peck. American Book Company. $3.00.

## High School Personnel Work Today

Personnel work in high schools is seen by Dr. Warters as an outgrowth of vocational guidance, first introduced in the 1920's. Her book is admittedly based on a survey of what many authorities have written, plus a review of many reports on actual practices in secondary schools. Yet she manages to extract an entirely coherent substance from her variety of sources, so that her book does not seem a book about books but a very real means of clarification. The work of the guidance officer with expert training is well set forth and its goal of aiding every pupil to get the most from his education is pointed out with a refreshing absence of professional jargon or double talk. That the homeroom teacher, or other teacher lacking both time and specialized training, is inadequate to counsel pupils, is made convincingly plain. Without pretending that the book is a blueprint for the construction of a complete counseling program, the author comes very close to providing precisely that. Administrators who are doubtful about the attitude they should take toward guidance, testing and other personnel devices they see increasingly supplied by modern schools, will find this treatise by Dr. Warters sanely illuminating.

HIGH SCHOOL PERSONNEL WORK TODAY, Jane Warters. McGraw-Hill Book Company. $2.50.

## Donald Duck Sees South America

Who wouldn't enjoy touring South America with Donald Duck? The little fellow is always making wrong guesses, starting with the notion he could travel by plane when Signor Presidente Somebody wanted his seat and forced him to go by boat. Luckily a Mr. Whelpley is constantly on hand to supply Donald with any helpful steering. So they travel through the Panama Canal and from one country to another until our webfooted hero arrives trimphantly at Caracas, having learned all his tiny head can hold about the peoples, the geography and the history of a dozen Latin lands. The book is aimed at upper elementary or higher grades. Illustrated delightfully by Walt Disney's accomplices, the text is by a teacher.

DONALD DUCK SEES SOUTH AMERICA, H. Marion Palmer. D. C. Heath and Company, Boston. $.96.

## Common Sense English

A foreigner learning our language might easily think *Common Sense English* another of those strange expressions — an idiom, perhaps? At all events, the work-textbook bearing that title does battle heroically to convince the adolescent pupil that there is sense to English grammar or at least to learning its ways, whatever they are. In the cause of clarity and everydayness, the author has employed such terms as "namer" and "teller" for subject and predicate. A compound sentence is a "chain" sentence. Also there are "sub sentences." It is all quite functional, with lots of exercises, pretests and tests. "Book I" suggests that one or two others are to come. Some teachers may feel that the present volume is too scornful of the old nomenclature. But "repeater" for a

noun in apposition has its own appeal. It symbolizes a sincere and generally gratifying effort on the author's part throughout the book to bring English down off its high horse and show the pupil how to handle it. The material was tried out in eighteen classrooms before publication. That, too, smacks of common sense.

COMMON SENSE ENGLISH, Joseph C. Blumenthal. Harcourt, Brace and Company, New York. $.80.

## Day Before Yesterday In America

A detailed story of the American Indians, their main tribes and differing characteristics, takes its place in the *Inter-American Series*. The new volume is called *Day Before Yesterday in America*, and its style, while simple enough for third graders, will not offend older children, since the material will be so new and interesting to them. Tales of various tribes are woven into the story. Chiefly, however, the reader learns how the Indians lived in whatever section comes under discussion, and how far each group had advanced in agriculture or the art of living, when the white man arrived. Few adults know a fifth of what this volume will convey to children. There are black and white illustrations galore, lesson helps and questions, a glossary and an index. "Lo, the poor Indian," was not so poor an Indian as some think.

DAY BEFORE YESTERDAY IN AMERICA, Bowden, DePorter and others. Macmillan and Company, New York. $1.44.

## Living in Our Communities

A civics text for ninth graders reveals its secret ambition in its title—*Living in Our Communities*. The purpose is to teach community-mindedness. It shows why people live in communities; what needs the successful community must serve; why one community grows and another community dwindles. Not until the second half of the book is reached and a thorough understanding of the home town has been offered the learner, are state and federal units of government considered as to organization and functions. And when all is said and done about these larger affairs, the pupil is again directed to his community, as he thinks about its future and what he can do to make it better.

Two characteristics especially stand out in this attractive, abundantly illustrated volume. One is the frequent citing of cases: how this or that city did such and such and with what results; this rather than overstressing the detailed study of your own community, though that is by no means neglected. The other point is the correlating of vocational information with the theme of each chapter, to the end that the pupil may come through the year with a grasp of what good citizenship involves and a clearer notion of the occupations from which he must choose his life work.

LIVING IN OUR COMMUNITIES, Krug and Quillen. Scott, Foresman and Company, Chicago. $2.64.

## Mathematics in Life

For pupils who will end their study of mathematics with the ninth year of school, new terminal courses and texts have been devised which stress practical applications rather than abstract theory. One of the latest textbooks in this field is *Mathematics in Life*, by Schorling and Clark. The goal is mathematical competency in everyday situations. First are in the inevitable review units, with inventory and practice tests and all the fixings for repairing the broken memories of fractions, decimals and percentages, as well as the more basic operation skills. Now we are off to a study of all the things mathematics of an easy sort is good for. Measurements, angles, and money receive due shares of attention. There is a touch of algebra and a bit of trigonometry. But nothing is introduced for its own or discipline's sake. The keynote is function. It is function coupled with plenty of exposition, given at a moderate pace. The class will not be composed entirely of number sharks. The book demonstrates wise choice of materials and judicious arrangement for purposes of effective teaching.

MATHEMATICS IN LIFE, Schorling and Clark. World Book Company, Yonkers. $1.80.

## History of Educational Thought

To discover and trace the principal strands of philosophy that have influenced educational systems, ideals and methods for the past two or three thousand years, is no slight chore. Yet it has been undertaken courageously and discerningly by Professor Ulich in his *History of Educational Thought*. In it he deals only with the cultures arising in Europe and spreading westward, or with thoughts stemming from America itself, and he apologizes for the omission of important Asiatic influences. Unlike some histories of education, this work makes comparisons and tolerant appraisals. The author sees dangers as well as values in the tendency to make education an instrument of the state—less danger in a democratic state than in a despotic one, however. He sees too great a tendency to educate this or that portion of a child, or to educate for only one phase of life—economic, for example. Like all philosophical treaties, this book calls for ability on the part of reader or student to think in abstract terms. Otherwise the style is not too formidable. Professor Ulich would freely admit that his overall picture of education leaves large areas of uncertainty, especially as regards applying education to the solving of the critical problems emerging from a world in ashes.

HISTORY OF EDUCATIONAL THOUGHT, by Robert Ulich. American Book Company, New York. $3.00.

## The Pacific Lands And Peoples

A vast area that has hitherto been rather slighted in our schools comes into focus in Frances Carpenter's newest book, *The Pacific: Its Lands and Peoples*. The informal narrative style should make it acceptible to pupils in the upper elementary years. The salient facts of history, physical conditions, products and modes of living are given in a manner to promote understanding and stimulate interest. The volume contains many apt photographs. A noticeable feature is the number of postage stamps presented as a means of fixing impressions and tying in with the pupils' natural leaning to philately. Tables, graphs and maps are plentifully supplied. Altogether a very neat job of teaching by textbook has been done by the author and the illustrators.

THE PACIFIC: ITS LANDS AND PEOPLES by Frances Carpenter. American Book Company, New York. $1.40.

# *Editorials*

## The Writing Overhead

Scarce a week passes without cutting the distances between places on this globe. Men in planes can already travel more than half as fast as the earth turns on its axis. It won't be long before an aviator can keep pace with the noonday sun.

Education has produced science. Science has produced the airplane, and certain objects that the airplane can tote about with it for destructive purposes. The next thing education has to do is to educate the peoples of the world on how to exist safely on the ground which the airplane overrides—and how to harness the airplane to work for mankind's benefit, not ruin.

Realization of these needs lately brought together a number of intellectual leaders representing fifty-seven different countries for a conference on air age education. Universities, governments and a miscellany of other organizations sent their delegates to New York City for this meeting. The effects of flight upon the entire human situation were studied and discussed. How shall children, how shall adults be taught to adjust themselves to the era of wings—wings which are not completely angelic, but must become so?

It is easier for education to start something than to overtake what it has started. In the case of airplanes, the catching up must be done quite rapidly, if at all. Air age education conferences can prove extremely useful. The more nations taking part in them, the better for our little planet.

## Good Will Planning

. . . We may have peace by some other means, but educating the masses to want and demand peace will help.

That is why the World Conference of the Teaching Profession at Endicott, New York, in August, was important. While it brought together an educational group from fewer than half the nations, the affair was earnest and its plans in connection with the teaching of history and languages and the interchange of both instructors and students between countries should help us toward the goals which all persons of good will are seeking.

But let no one suppose there are no difficulties. Take the teaching of history. Who decides what shall go into a history book? Admitting that ours in America may be more truthful than those produced under governmental supervision in some other countries, all national histories make for nationalism and present a selection of facts or non-facts accordingly. There isn't any "World Court of History." Will Americans who study abroad learn there the truth about the lands they live in? Will they learn the real history of the United States from foreign texts? They will learn what other people think about us, mistakenly or correctly. But the net results for good feeling will depend more upon person-to-person acquaintance and friendship than upon study in the classroom. Thus, languages can contribute more than history to the breaking down of hate and fears. Yet many of our soldiers overseas disliked the British, whom they could understand at least partly, more than they hated other people whose speech was wholly alien.

We doubt if there is any direct road to international good will, or any that can be guaranteed to get us there. But all roads must be tried.

## Hands Across the Hudson

All up and down and across the State of New York, academic gowns, caps and hoods have been coming out of closets and boxes in anticipation of a journey to Albany in company of their owners. For on October 17, amid all proper pomp and ceremony, the educational forces of the Empire State will inaugurate Dr. Francis Trow Spaulding as Commissioner of Education and President of the University of the State of New York—which is not a merely local institution but a combination of all the schools, colleges and universities of that sovereign commonwealth.

Dr. Spaulding follows only five predecessors—Andrew Draper, John H. Finlay, Frank Graves, Cole and Stoddard—since the commissionership commenced only in 1904, as an outgrowth of other official designations used in a domain where Regents have ruled over learning for 162 years.

If any one wonders why New York has reached over into Massachusetts to take its new commissioner from the deanship of the Harvard School of Education, let him recollect that Dr. Spaulding spent the years 1936 to 1938 studying the secondary schools of New York State, subsequently writing a noteworthy book, *High School and Life*, based on that study which was under Regents auspices. It was then and thus that New York educators came to know

Francis Trow Spaulding and he came to know many of the schools soon to become his particular charge.

A man of 49, educationally sound, administratively tested both as university dean and army colonel, should serve long and creditably the people of America's wealthiest, most inhabited state.

Massachusetts may perhaps be criticized not unjustly for letting a good man go with so little apparent effort to stop him at the border.

## Teachers and the Strike

A strike of teachers at Norwalk, Connecticut, has drawn its share of headlines in a daily press that eagerly plays up the unusual.

But we wonder how long such strikes by members of the least strike-minded group in America will continue to be unusual.

In this connection, one should note that the American Federation of Teachers, an AFL affiliate which has always proclaimed its refusal to exercise the strike weapon, is starting to re-examine that policy.

Teacher groups will encounter more public disfavor than most other groups by resorting to the strike, if only because the public likes to think them different. And this, by the way, is the root of all the trouble. The public is accustomed to believe that teachers will stand almost anything because they love their work. The great majority of them do love their work. But they also like to eat. They like to be as well fed as janitors or firemen or other public servants who have not, in general, invested so many years in preparation.

Teachers ought to go slow on strikes, always seeking a better way if one can possibly be found. But in some instances and some places there may be no other way.

## Professional Ambition

A frequently recurring problem in the life of every successful educator is that of when and whether to change his job. The novice starts at small pay, usually in some rural community or village. He remains a year or two, and then moves on—perhaps to his home town, perhaps not. More years elapse and he jumps again to a new location, where salaries are better and conditions more alluring. To reach the top, he must be on the active list of one or more placement agencies and be ready to pull up stakes whenever the right opportunity appears. The life histories of all high-ranking schoolmen read much alike. They have lived like nomads. No sooner do they make friends and become a part of one community than they leave for another.

At what point ought one to stop this migratory business and settle down for good? No rule can be given. But as a man grows older, he presumably grows wiser and more cautious. He knows that big salaries and big cities often mean big headaches. Sometimes they mean big politics and big downfalls.

Somewhere along the zigzag pathway of his wanderings, he may have the good fortune to reach a spot where he fits so perfectly into the work and the general surroundings as to know it is the place for him. He may have a struggle between his ambitions to cut a great figure and to be most useful. All of us recall with gratitude some teacher who refused to sell his services at auction; some one who had said to himself, "This is my place." Maybe it was an obscure corner of a high school or a freshwater college. He could have risen much higher. But no higher in our estimation than he did. He dwelt happily and in honor where he felt the work was more worth doing than any other in the world—for him. Our profession earns no greater praise than that it contains uncounted numbers of such men and such women.

## Speaking of Vetoes . . .

Vetoes and the veto power have made many headlines of late. Public opinion in this country probably prefers the limited vetoes of a President to the absolute vetoes of a major member of United Nations.

While we are on the subject, why not ask ourselves, as teachers or administrators, whether we overdo this veto business within our own small realms?

A teacher can veto a pupil's mental curiosity or his attempt to think for himself.

A school administrator can veto the methods by which some teacher works most effectively. He can veto suggestions for the common good, made by his associates. He can veto cooperation, good community relationships, sound scholarship, high ideals, advancement of any sort.

Re-examine the vetoes issuing from your office desk or classroom. They may be blocking progress—and peace also.

## Functional Illiteracy

No doubt the Carnegie Corporation is reasonably accurate in stating that ten million persons in the United States are "functionally illiterate," with so little skill in reading and writing as to be seriously handicapped at work, at home and in civic understanding. Three million of these are Negroes. An important new effort has been launched to remedy this unfortunate situation, through application of teaching methods developed in the army and elsewhere. A Carnegie grant is behind the plan. The aim is excellent and the work needs doing. But we might stretch our definition of "functional illiteracy" still further. Somewhere we have heard that only two per cent of Americans read well enough to read books.

# LANGUAGE WEEK IN WASHINGTON

**BERNICE V. Wall**
**Taft Junior High School**
**Washington, D. C.**

IN THE development of the world citizen, the teacher of languages has the solemn obligation to play a major role. The responsibility of the language teacher is three-fold.

1. He must bring about knowledge through understanding of another nation's culture. If we would know our neighbor, we must learn his language. Think of what the nations of this world could accomplish through united effort if their attitudes toward one another were based on the informational rather than the emotional, on the proven rather than the assumed! We build these attitudes through direct contact with the language, not through translation. Henry Gratton Doyle has expressed it well by stating, "Once we perceive that every language has a peculiar quality of its own, that it must be understood in and for itself, and that no other language is just the same, shall we begin to understand the truth of the great saying attributed to Charlemagne that a man has as many souls as he has languages."* Language should be a bridge, not a barrier, between peoples.

2. He should develop within the pupil a proper perspective of his place in the stream of civilization. The study of Latin and the modern foreign language supplies historical and cultural background which is basic to a scientific approach to the future. "What is past is prologue" and "Profit by the pages of the past that you may judge between the wrong and right" are fundamental truths which should proffer hope, as well as a sense of proportion.

3. He will create *sprachgefühl*, a feeling for language, within the pupil. Anything that contributes so largely to an awareness of speech, reading, vocabulary, and general structure as well as to an appreciation of literature is of great worth. Just as one can't conceive of the appearance of his own home until he looks at it from an outside vantage point, so too one doesn't know his own language until he experiences another. "A large part of what passes for human folly is failure of communication."†

It is the responsibility of the language teacher to note the numerous indications of the need for language study, collate them, and interpret them to the public. Our newspaper headlines are evidences of the struggle among the world's leaders to reach a common ground of understanding amidst translation difficulties. Our military personnel, returning from a foreign service, express regret at their lack of knowledge of a foreign language, desire to remedy that deficiency, and intense surprise at their discovery that "foreigners" are human beings too. Expanding international activities established the need for another language as a requisite tool in many occupations and professions.

When the needs have been established, the teacher must then direct his energies to clarification of his objectives and scrutiny of his techniques, in the light of the best educational philosophy and current trends. Languages have for many years occupied what I believe is an enviable spot, that of elective subject. We have delivered the goods, or lost our patrons and thus vanished from the curriculum. And rightly so! Our position has been rigorously challenged and assailed by leading educationalists, leaving as survivors only the alert, the progressive, the undaunted, who are incessantly stimulated to evaluation by their assailants.

Last May the language department of the public schools in Washington observed its fifth annual Language Week, a fine example of group planning by administrators, teachers, pupils, and community. Miss Emilie Margaret White, supervisor of the Language Department, appointed a committee of four teachers representing Latin, French, Spanish, and German on the junior and senior high school levels to act as resource persons. For each of our twenty secondary schools I then prepared a folder containing suggestions for procedures, poster displays, assemblies, guest speakers, use of the public address system, and a guidance bulletin with regard to the study of foreign languages for the information of students and parents. It was suggested that all teachers of language within one school meet as a group to plan their program, that equal emphasis be placed on each language offered as well as on language in general, that the planning should be done in collaboration with pupils, other teachers, the guidance counselor, and the principal, that at the conclusion of the activities a careful evaluation should be made, and that the folder should be kept in the school files as a basis for planning future programs. Included also were lists of slogans in each language and sug-

* *Language Leaflets*, No. 10, 1940, Washington, D. C., "Will Translations Suffice?"

† Stuart Chase, *The Tyranny of Words.*

gested illustrations for the posters, lists of existing charts, plays, songs, and lists of Service Bureaus, Travel Agencies, Universities, etc., where reference materials could be obtained. With this as a starting point, the teachers and their pupils proceeded with their plans for Language Week.

My own Latin students at Taft had three problems: (1) to collaborate with the French and Spanish students in a joint assembly for the entire student body and in a poster display for the main corridor, Library, and language classrooms, (2) to handle Public Relations within the Taft community, and (3) to handle Public Relations for the entire city-wide program. As can well be imagined, this called for a wide range of abilities. As we discussed our problems, listed our needs, made decisions, chose activities, set up ways of doing things, discovered resources, evaluated, distributed responsibilities, every pupil participated and contributed something of value to the group. The committee for the joint assembly included a pupil skilled in piano playing who rehearsed with the pupils who could sing, a group which read through quantities of Latin plays and, after their research, decided to compose their own original sketch, a group with good speaking voices and stage presence who presented the play, a group interested in the mechanics of presentation who served as stage, lighting, and sound crew, etc. In planning our poster display, we again mobilized the best thinking of the group. Some pupils excelled in ideas for slogans or their illustration, such as "You See the World with New Eyes When You Study a Foreign Language," "You're Worth Two Men if You Know Another Language," "Language is the Passport," "Languages Are Unifying Forces," "Words Are Weapons in a War of Ideas," "Love Thy Neighbor but Speak his Language Too," "Study Latin to Understand the Modern World and Be a Part of It," "Latin the Key to Knowledge," "Latin is the Foundation of Language," etc. When the slogan and illustration had been determined, pupils accomplished in Art made plans and revised them until the exact effect was secured. Thus the posters were eye-catching, informative, and skillfully executed. Another committee of critics selected and arranged for display the finished posters, all of which were on exhibition. All of these groups worked in close collaboration with the French and Spanish committees.

It was decided that we handle community relations in two ways: (1) that we secure the cooperation of certain selected stores, libraries, banks, etc. which would be willing to exhibit our posters in their display windows and (2) that we prepare a publicity release that could be offered to the newspapers and radio. Pupils canvassed the stores selected in our own community and in the downtown business district and were thrilled by the friendly responses to their requests for cooperation. A travel agency planned a foreign vacation display around our poster, a bookstore used language textbooks and dictionaries, a music store linguaphone records, a department store teen-age clothes, etc. My pupils decided that for this we should use one type of poster. Those of my pupils who were printshop majors printed on large white posters "Learn Another Language" at the top and "Language Week May 6 to 10" at the bottom. In the center my artistic pupils arranged three-dimensional flowers and leaves in gay colors, each labeled Latin, French, Spanish, or German and with the caption "Pick One!" These posters differed from one another only in color combinations and flower arrangements. The results were very gay and springlike and not the least of their admirers were the artists themselves who, I must admit, were frequent visitors to the store windows during the week of the display.

We next composed and mimeographed our publicity releases with which still other pupils armed themselves when they sallied forth to personal interviews at the newspaper offices and radio stations. Heartened by the success of their previous contacts with community cooperation, they were easily able to transmit their interest and enthusiasm to sympathetic listeners here too. In addition, releases were mailed together with personal letters to radio newscasters and conductors of the recorded programs to which teen-agers are so addicted. As a climax one picture editor took a photograph of three pupils with their posters for the Student Page of the Sunday paper.

In the other junior and senior high schools there were foreign language plays presented, poster displays, show case exhibits of objects from various countries, guidance talks to 7B sections, demonstration lessons, attendance by a French club at a local showing of French movies, an invitation for two to a reception at the French Embassy, classroom exhibits of students' work, use of the public address system to present opening exercises in the languages offered, dialogues and songs, a contest to determine the winner of the Cervantes medal for excellence in Spanish, different notices for pupil consumption in reference to languages on the daily bulletin, instruction of all pupils in foreign language songs by the music department, guest speakers, etc.

In evaluating the success of our Language Week in Washington, I believe that (1) we made the community language-conscious, (2) we conveyed to school administrators, faculty, and pupils some conception of our aims, (3) we have interested more pupils in joining our ranks, and (4) we contributed in large measure to the growth of our own pupils. This last value is a source of great satisfaction to me. The new experiences, the contacts, the group planning, and the indi-

vidual contribution gave these pupils new concepts. It should be mentioned that a surprisingly small amount of class time was devoted to these activities. But for the few weeks we were engaged in our preparations, the boundless energies of adolescent youth were devoted enthusiastically to Language Week. It became for a time the most important thing in their lives and when that time had passed they were stimulated to greater interest and effort in their language work.

I must state emphatically that any program cannot be put across without the interest, encouragement, cooperation, and faith of administrators, such as my principal, Mrs. Margaret R. Merritt, and our supervisor, Miss Emilie Margaret White. With administrators, teachers, pupils, parents, and community working together, education will contribute immeasurably to the social maturity of the human race, and in this language study can play a valiant role.

# EXTEND OUR EVENING SCHOOLS

REGINA MADDEN

MOST of our public school systems are organized around the premise that the important educational needs of the people it serves have been met by the time they leave high school. The premise is a false one. Some of their most important educational needs are just arising by that time—needs in connection with the establishing of a home and the bringing up of a family. On the adequate satisfying of these needs depends much of the happiness of those concerned.

Many of these needs can be met in the public evening schools. At present, the average evening school includes in its curriculum only vocational and allied subjects, and too frequently the vocational preparation offered is for fields in which there are at the present time limited openings. The frame of the curriculum should be enlarged so as to provide for the inclusion of courses and other facilities for educating the man and the woman for their duties as heads of a family.

The health of her family is of prime concern to a woman. An important determinant of the state of health of the family is the meals served to them. If the meals are to be well balanced and nutritional, the housewife needs to have at least an elementary knowledge of dietetics. This knowledge should be offered to her in the form of either a course or a series of lectures on the subject. She should be given the opportunity to take a course also in cooking so that the meals she serves may be not only nutritional but also palatable and tempting.

Another investment in public health would be a course offered in evening schools in health, first-aid, and home-nursing. This might be given in cooperation with the Red Cross. It would be well, however, to have the course given in the evening school building where the other activities are carried on because the student is more likely under such conditions to develop an interest in the other work going on and pass on to another course after finishing this one.

The household budget is an important factor in domestic affairs particularly for the young couple starting their married life. Knowledge of how to budget the family income, wisely put to use, can obviate much potential unpleasant argument in the family by giving to the family financial stability. So a course in the household budgets would have real value for any young housewife.

So too would a course in sewing, which would save her many a dollar, that could be put to other use. The woman who can make her own and her children's clothes and make adjustments in those she buys is at a decided financial advantage. She and her children are likely to look attractive at much less expense than they would otherwise.

The happiness of the home depends so much on attractiveness—that of the members of the family, the attractiveness of the meals, and the attractiveness of the house itself. People react to their surroundings. The more comfortable and attractive the home, the greater is the chance for happiness within it. The charm in the appearance of the house does not depend on the money spent on it but on the good taste of the one decorating it. Such good taste can be cultivated in a course in interior decorating.

For the man of the house, the evening school should offer a course in home repairs. It is just as important for the man to know enough about carpentry, plumbing, and electricity to enable him to make simple repairs as it is for the woman to know how to cook. Moreover, this knowledge will help keep his home in more comfortable and attractive condition and will help save money as well.

Another course that might be offered for men is home gardening. The beauty of any home is increased by a flower garden, and what man does not enjoy sitting down to a meal of vegetables fresh

from his own garden or get a sense of satisfaction from the sight of jars of fruits and vegetables that he grew and his wife preserved? This is, of course, another way of saving money.

Important to the family's happiness is the husband's satisfaction with his work. No man, coming home from a day spent at work he dislikes, is likely to bring good cheer to the family group. Often a man is dissatisfied with the work he is engaged in without knowing what kind of work he would enjoy. For the benefit of such men, the school system's vocational guidance department should set up a bureau in the evening school that would be open at least once a week. There the guidance teachers would help the men discover their special aptitudes and later find positions for which they were suited. It might be found that many of these men needed to be retrained before they could fill the positions they wanted. When the evening school director would find a large number of men requiring the same sort of training, he should make arrangements to supply it.

Of all the services in demand from the schools today, there is none more important than parent guidance. Too many parents are bringing their children up by the trial and error method. Too many tragedies in human personality are resulting. Parents find themselves confronted by questions concerning their children that they cannot answer because the problem is too immediate for them to see it in proper perspective. They need help. The evening school can give this help in the form of a course, a series of lectures, or round-table discussions on various phases of child upbringing.

Another course that can do much to ensure the happiness of the family is one in personality adjustments. Such a course has real value for young married couples in helping them through the precarious early years of their married life when so many adjustments must be made by them to each other if the marriage is to be successful. The principles learned here can be applied later in the management of their children.

Our national ideal—a nation of happy homes. There is so much that can be done in our public evening schools toward approximating that ideal.

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# WHEN IN DOUBT, BLAME EDUCATION!

**W. C. McGINNIS**
**Superintendent of Schools**
**Perth Amboy, New Jersey**

I HAVE before me a newspaper of March 21, 1946. A double head line reads:

INTER-CITY ROTARY SESSION TOLD SCHOOLS 50 YEARS BEHIND SCIENCE

The news story refers to the speaker as a noted educator and a superintendent of schools and quotes him as saying that formal education is in many respects fifty years behind new technological science and urging the awakening of educators before the scientific advances of man bring about the utter destruction of mankind. The school superintendent was also quoted as saying that the present situation comprises a challenge which our schools must meet before it is too late.

The criticism of the schools expressed in the speech quoted above is not unusual. It is a good thing that educators are critical of education, but in my opinion it is not a good thing that so many people, including a considerable number of educators, write and say things that indicate that they believe the schools have failed and that there must be an "awakening of educators before the scientific advances of man bring about the utter destruction of mankind." It is generally accepted as a fact that the present age is the greatest age in the history of the world.

Critics of education, and especially educator critics who belittle the achievements of education in comparison with the achievements of science and technological science, need to rediscover the meaning of science. They need an understanding of the fact that without education there would be no science, because science is a part of education. Many people in writing and speaking of the "atomic age" and of science contrast education and science as though they were distinct and unrelated things. They point to the great advance of technological science during the past ten years. They fail to note that technological science, however advanced it is, is our old friend, applied science. No scientists who worked on the atomic bomb were "self educated." They were all products of our schools, colleges and universities. All of them possess degrees in science which were obtained through the study of science in educational institutions. The Massachusetts Institute of Technology is an educational institution and as such has no superior anywhere in the world. The men who formulate, administer and teach its program of learning and training are educators. The students who enroll there are grad-

uates of our secondary schools, public and private. The scientific knowledge they acquire there is a part of their education and not apart from it.

The knowledge of the laws of science and of scientific elements used in technological science in perfecting the atomic bomb was all acquired through science education. The work carried on in an experimental science laboratory is not something new and unrelated to education. The end product may be new but it is the result of using and experimenting with scientific laws and elements already known through education.

Every reasoning person knows that mankind is capable of destroying itself with its own scientific instruments of death. But the scientific knowledge that enables man to produce those weapons of war and instruments of destruction enables man to save and serve civilization if he will do so. If he chooses to destroy rather than save and serve that is the crowning sin. It is the culmination of many sins of the people of this nation. And so education is selected as the scape goat upon whose head the sins of the people are placed. This procedure is a symbolic atonement. All the American people have an uneasy feeling of guilt for the mess the world is in. And so, it is natural to look around for a scape goat. Education is an ideal scape goat. Almost everyone has some grievance against the schools. Any attack on the schools, or the colleges or the universities, or the whole educational system is sure to receive attention; it makes headlines for him who makes the attack. If he who makes the attack is an educator so much the better, in headlines.

Edmund Burke said, "I do not know the method of drawing up an indictment against a whole people." But Burke didn't say you can't indict a whole educational system.

To a lesser extent than in the case against education the churches are blamed for the ills that have beset the world since 1936. No one denies that wars would cease and that the brotherhood of man, about which we hear so much, would become a universal practice if people would live up to the teachings of established religion. That is true whether the religion is Jewish, Catholic or Protestant. I am not saying that one religion is as good as another. What I am saying is that if the members of the three great religious faiths in this country, the Jewish, the Catholic, and the Protestant lived up to the teachings of their religions, the brotherhood of man would be an established thing. However, we know that people do not live up to the teachings of their religion, and that there is but little probability that they will do so in the future. Shall we condemn religion because men and women do not do what their religion has taught them to do? The aswer is a universal "No."

Shall we condemn the schools because men and women in their social, economic, and political relationships in local, national, and international situations do not practice the best the schools have taught them? Here again, I think the right answer is "No."

Religion and education have much in common. St. John says, "If we say we have no sin, we deceive ourselves." Every educated person knows that intolerance and discrimination because of race, color, or creed are wrong, and that they are contrary to the Declaration of Independence and the Bill of Rights. The schools taught him those things; they are part of his education, and he knows they are true.

When we speak of education we usually refer to that formal education obtained in institutions of learning, education obtained under organized programs of teaching and learning. However, much of the education of a group and an individual is obtained elsewhere than in the schools. Some of the education thus obtained is not only contrary to that taught in the schools but is destructive of the things the schools have taught and of the ideals inculcated in the schools. Intolerance and social and religious prejudice are parts of the education received in many homes and sometimes parts of the education received from religious and political leaders. The schools are not free from intolerance and racial and religious prejudice.

Neither the schools nor the churches, nor both together, can establish the practice of brotherhood without the cooperation of lay groups and cooperation with them. One of the organizations doing a great work in attempting to overcome misunderstandings, animosities, and prejudices among various groups in America is the National Council of Christians and Jews. There should be cooperation between schools and different lay groups for the promotion of brotherhood. In the schools cooperation must continue to be considered a major part of the study of history, government, and citizenship. The Bill of Rights serves as a basis for inculcating the fact that every right and privilege of the individual and of groups carries with it a corresponding obligation and duty. That is a part of our American way of life and of our American form of government.

The most important domestic problem facing the United States at this time is the problem of racial and religious cooperation. It is a greater problem than most of us realize. On its solution depends the perpetuation of our American institutions of representative democracy and the freedoms guaranteed under the Bill of Rights. The schools alone cannot solve this problem, but if it is not solved the national welfare will be endangered, even the life of the nation as it now exists.

# STRIKE UP THE BAND — AND ORCHESTRA

DOROTHEA SCHNEIDER
Paterson, New Jersey

THE high school music course, to be complete, must include appreciation, theory, singing and participation in instrumental groups. For children whose vocal equipment does not allow them to sing, the band or orchestra is the sole means of musical self-expression. The school which omits instrumental music from its curriculum fails to provide an opportunity for all its students to become well-rounded graduates.

Since many administrators have been slow to accept the educational values of instrumental groups, condemning them as noisy, expensive, and purely extracurricular, an examination of these values seems timely.

The community of Little Rock, Arkansas, has pioneered in sponsoring an outstanding high school band. In the June 1942 issue of *Etude*, an interview with taxpayers and officials told why they thought their band was a good investment. The president of the Board of Education said, "The social, educational and disciplinary value of such an organization is inestimable," while a citizen commented that the band promoted character building, leadership and a fine sense of civic pride.

The wise administrator uses the instrumental groups in his school to help promote cordial relationships with the community. The band plays for parades and rallies, while the orchestra gives public concerts. The function of these organizations within the school in raising the morale of the student body is also important. Music can transform an assembly from a dull affair to a festive occasion.

Band and orchestra members, however, gain more than a heightened school spirit. Pride in successful performance, the sense of security that comes from belonging to a recognized group, and the opportunity to establish contacts with congenial schoolmates who have similar tastes are among the rewards of participation in instrumental groups. A student who has played fine music never forgets the thrill of it. Later in life, he is carried back each time he hears a program of good music. Listening to a symphony becomes a greater treat throughout life and, in many cases, the former orchestra member is eager to contribute to the esthetic life of the community by supporting or sponsoring musical enterprises.

For some performers, the band may have a vocational as well as an avocational value. The use of music in 500 war plants to speed up production and relieve fatigue is but one indication of the public's increasing musical consciousness. The radio is calling for more and more musicians; music is part of every movie and ranks high in the motion picture industry; philharmonic as well as dance orchestras constantly need a new supply of musicians.

Something must also be said about the less tangible values of music in the uncertain world of today. Emotional, intellectual and creative energies inevitably tend to become scattered and confused during periods of critical social change. In "Music in the School," Wilson writes, "School orchestras and bands today give students a wholesome and controlled outlet for (their) energy and a mental and spiritual training of the highest value."

Innumerable quotations could be given, concerning the value of music in refining the feelings, heightening patriotism, establishing democratic concepts, and even developing better understanding of other nations. However, more concrete data on the contribution of instrumental music to personality development is now available. Doctors are recognizing that music can work therapeutic miracles.

In the psychiatric ward of the Michael School for crippled children in Minneapolis, an incorrigible boy of seven was brought in because he was "destructive, domineering, abusive, wildly impulsive and terrified of other children." At home, his parents had to lock doors, disconnect the gas and watch his every move. He was so active that his food would not digest. Part of the ward treatment was three music lessons a day in which children joined in singing games and played rhythm instruments. For the first time in his life, the boy used enough energy to subdue himself. He played the tambourine, marched, sang with the others and derived great satisfaction and appreciation. He began to eat normally, gain weight, and get along with others. Through therapy, his personality was adjusted. Is this only applicable to children in therapeutic wards? Could it not also apply to children in our schools?[1]

Warden Lawes recognizes the value of music when he says: "Music helps the inmates become men again."[2] He says that music serves a three-fold purpose:

1. It improves the morale by encouraging men to keep a hold on better things.

[1] Above case cited from "Healing Children with Music," by Doron Antrin—"Etude," Oct. 1943.

[2] "Etude"—Nov. 1938, page 713.

2. It provides a sort of entertainment that points upward, not downward.

3. It offers a chance of learning something worth while—something they can take a hand in.

At the time this article was published there were four musical organizations at Sing Sing—a band of 75, a bugle corps of 22, an orchestra of 20 and a Glee Club of 60. Not because these men were musicians before they arrived:—Warden Lawes says: "It will interest you to know that we have never had an active and accomplished professional musician among our inmates—men who think enough of their souls to keep them fit for music, seldom fall prey to the temptations which convert men into prisoners." If that be true, would it not be worth while to attempt to create in our boys and girls the love of music?

It is true that boys and girls who are engaged in musical activities spend extra time in school and must practice at home. It is also true that these children have little "free time" to become delinquents. They and their musician companions have something worth while to do, something interesting to discuss and plan for. Can such education be considered "frills and fads"? Can money spent for such organizations be considered wasted?

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# APOSTLE OF A FREE PRESS

**R. E. WOLSELEY**
**Associate Professor of Journalism**
**Syracuse University**

THE MAN who printed the first arithmetic book in the American colonies is remembered in 1946—exactly 200 years after his death—as one of the great heroes of American journalism and as an editor who shared in a great adventure: the fight for freedom of the press.

"Freedom of the press" is an expression thrown around loosely by every writer on the press and by every orator on democracy. But back in the early seventeen hundreds it was not a matter of sweeping generalizations by propagandists or speechmakers but a reality of jail sentences, a stirring defense by an aged lawyer, and editing a newspaper from a jail cell.

All this befell John Peter Zenger, an obscure German printer until he was editor of the New York *Weekly Journal*. Today, at Eastchester, N. Y., there is a shrine to Zenger. It is St. Paul's church, itself known as a shrine of freedom before it was restored by American journalists six years ago.

Zenger's stand for freedom has been described as one which led "to the establishment in America of the right of free press, free speech, and the right of a jury to differ from a judge's interpretation of law and facts."

Who was this symbol of freedom, this John Peter Zenger? Not much is known about him. He came to the United States in 1710, having been born in Germany in 1697. His father died on the ship which brought him, his mother, and a sister and brother to this country, then, of course, a British colony. He seems immediately to have gone into the printing business, if not into journalism, by serving for eight years as an apprentice of William Bradford, newspaper publisher and opponent, in not too forthright a way, of governmental highhandedness.

Toward the end of the second decade of that century Zenger left Bradford's employ and moved to Maryland, to go into the printing business on his own. But he failed, and returned to New York about 1725, rejoining Bradford, this time as a partner. Evidently this association did not last, for there is only one book which shows the imprint of both men.

By 1726 Zenger was on his uppers, and had decided once more to go into business for himself, opening a small print shop in which he printed a few unimportant books and political tracts. The books, set in Dutch, were principally theological works. But in 1730 he did print a book for which he is remembered historically: the first arithmetic published in the colonies.

Journalism can claim Zenger from 1733 on, when he became an editor. He and certain other members of the opposition (the underground movement of that day) to the colonial government brought out the first number of the New York *Weekly Journal* under Zenger's auspices. It became a rival of Bradford's New York *Weekly Gazette*.

In the very first issue of the new paper there appeared an article on the liberty of the press which was to become the first of many. It and some of the succeeding pieces criticized the conduct of Governor William Cosby, recently arrived to rule the colony of New York. He already had shown himself contemptuous of the colonists, calling them, unrestrainedly, "A lazy, good-for-nothing crowd, filled with the spirit of insubordination." He

was arrogant and dictatorial, robbed the public and discharged judges whose decisions displeased him.

As a result of these attacks in the first and succeeding issues of the *Journal*, Governor Cosby proclaimed a reward of 50 pounds for the discovery of the author of the "Scandalous, Virulent, and Seditious Reflections," as the articles were called. Zenger was arrested on a charge of libel on Sunday, Nov. 17, 1734. There began one of the most significant libel cases in the history of the legal profession.

It was this case which led to a revival of interest, thirteen years ago, and again during the recent war, in John Peter Zenger. Heretofore it had had its place chiefly in the law texts and casebooks. But when some American newspaper publishers thought that the government was threatening freedom of the press in 1933, when the NRA was in force, Zenger's story was told widely. So fearful were publishers of the threat that the celebration of the 200th anniversary of Zenger's trial was held in October, 1933, although the 200th anniversary actually would not be reached until Aug. 4, 1935. Zenger's place in American journalism was recalled again in 1941 and 1942, early years of the war with the Axis powers, because that war was presented as in defence of the four freedoms, of which the press long has been one.

The dramatic value of such recollections can be appreciated when one learns what took place that day in 1735 in the New York City Hall, at Nassau and Wall Streets. A small courtroom is crowded almost to suffocation by court and military officials and many colonists, most of them apparently on Zenger's side. The language sounds stilted today, and is not always clear. Zenger is seated in the room, looking tired and beaten by his seven months in jail, during which he edited his paper through a small opening in the jail wall, with the help of his wife. The trial has been underway for several weeks.

**This article on John Peter Zenger contains good material for discussion by a class in social studies or American democracy. Following are some of the many questions it suggests:—**

**May an editor in the United States print anything he pleases?**

**What is "libel"? How does it differ from slander?**

**What is freedom of the press?**

**What is the main reason for its importance?**

**What could happen here if freedom of the press and of radio were destroyed?**

**Did the winning of this freedom just happen or was it fought for?**

**Why is Zenger worthy of a place among American patriots?**

The two judges are robed and bewigged personages: the Hon. James DeLancey, chief justice, and the Hon. Frederick Philipse, second justice. A jury of 12, with Thomas Hunt as foreman, is sworn after the usual "Hear ye, Hear ye." When Justice Philipse asks Zenger, having heard the indictment, how he pleads, the editor answers firmly, "Not guilty, your Honors."

Then a sensational event occurs. Everything up to now looked as if Zenger did not have a chance. Two lawyers, prominent in New York, had come forward earlier in the proceedings and had been disbarred when they tried to defend Zenger. When the colonial grand jury had refused to indict Zenger, the crown prosecutor, Richard Bradley, filed his charges in the form of a criminal information bill. The court had appointed an inexperienced young lawyer to conduct Zenger's defense. Up to this minute Zenger's friends had been pessimistic.

But now there is commotion in the stuffy courtroom, for the most famous lawyer in the American colonies walks in and announces his intention to defend Zenger. This is Andrew Hamilton of Philadelphia, a close friend of Benjamin Franklin, himself a warrior for freedom of expression. Hamilton, a man of mysterious past, was 80 at this time. He had been ill but said that this trial was so vital that he had come anyway. He limps slowly to the counsel table and says, "Your Honors, I appear for this defendant."

Now the crown prosecutor, better known in our day as an attorney general, launches upon a statement of the charge. What he says breaks open the whole question of whether truth is a defense in libel, whether the greater truth the greater the libel, and whether a people is to be permitted to expose and oppose arbitrary power by speaking and writing the truth. He insists that Zenger has libelled the governor, that he has printed and published "a false, scandalous and seditious libel," and says that Zenger is "a seditious person" who has "wickedly and maliciously" devised against the government, and so on.

There begins a series of statements by Hamilton and by the prosecution in which Hamilton insists there is no falsehood in what Zenger has written and printed and the prosecution is just as insistent that his words are an affront against government, which the crown's representative calls "a sacred thing."

Hamilton does not disagree with that last sentiment, but avers that he differs widely "when he would insinuate that the just complaints of men who suffer under a bad administration is libel." We have lived, he says, "beyond the infamous Star Chamber Courts." Yet the attorney general insists that the truth cannot justify a libel.

Then, with occasional interruptions from the chief justice or the attorney general, who caution him

to "Take care, don't go too far," Hamilton launches on his famous, oft-quoted speech. He turns to the jury, in proper dramatic fashion, and says:

"Gentlemen of the jury, it is to you I must appeal. We are denied liberty to prove truth. You are supposed to have the best knowledge of the facts and I turn to you. I dare say in this place: the practice for information for libels is a sword in the hands of a wicked King, and an arrant Coward, to cut down and destroy the innocent."

It was this last sentence which had brought warnings from the justice. But Hamilton ignores them. "I claim it the right of all free men to complain when they are hurt," he goes on. "They may remonstrate publicly the abuses of power. Power alone cannot make a man beloved . . . Truth ought to govern the whole affair of libels, for when a prosecution is set on foot by men in power, it seldom wants friends to favor it."

His next strategem is to agree with the attorney about the place of government, but he adds that also "It becomes the duty good men owe to their country to guard against the influences of ill men. The English Parliament has freed the subject from many insufferable oppressions and outrages and the British people live in a new and better age. My client's newspaper is but an expression of the new freedom. But it has been burned in the streets by the public executioner. My client has lain in common prison vile, denied of pen and ink and paper, with 400 pounds bail over his head, impossible to procure, and the Chief Justice has disbarred two distinguished attorneys . . ."

The chief justice interrupts at this point and asks him "What have you to say?" Hamilton goes right to the center of the problem, declaring that if libel is understood "in the large sense, there is scarce a writing that may not be called libel." He says that Moses libeled Cain, and who is it "that has not libeled the devil?" He repeats that there is "no falsehood in Zenger's papers."

After another "Take care!" warning from the attorney general, Hamilton compares power to a "great river." He pleads for a proper use of power and for suitable evaluation of freedom and the right of protest under freedom. He concludes with these words to the jurymen:

"Every man who prefers freedom to a life of slavery will bless and honor you, as men who have baffled tyranny. By an impartial and uncorrupt verdict you will have laid a noble foundation for securing to ourselves, our posterity, and our neighbors, that to which nature and the laws of our country have given us a right—the liberty of exposing and opposing arbitrary power by speaking and writing truth."

Although the chief justice told the jury that "the great pains Mr. Hamilton has taken to show how little he regards the opinion of this country you should take little notice of," the foreman announced when the jury returned that "We find John Peter Zenger not guilty."

▼

Next day Zenger was freed. Later he wrote about his trial, and he mentioned the cheering of the crowd when this verdict was heard. The freedom of the city was conferred upon Andrew Hamilton by the corporation of the city of New York, and he was escorted back to the boat which brought him from Philadelphia. A band marched with him. Bonfires were burned in the streets on the night of the day that the case ended and Hamilton was honored at a dinner. And Zenger? What became of him? And of his paper? He and his paper both became popular and gained in prestige. But not, say the historians of journalism, in advertising! He died in 1746 and his paper passed into the hands of his son, also a John Zenger, and of his wife, who published it together. But the second John Zenger did not find the newspaper a paying job and is reported to have said at one time that "I have worn clothes threadbare" waiting for delinquent subscribers, some of whom, he declared, were years behind in their payments. Many a 1946 country editor can sympathize with this second Zenger.

Although John Peter Zeger maintained his paper until his death—and had some satisfaction out of seeing it outlive its rival, the *Weekly Gazette*—he put some of his time upon being Public Printer for the Province of New York, which he became in 1737. He died when he was 49, leaving not only the journalist son but also five others as well as his widow.

▼

The New York *Weekly Journal* lasted until 1751, the lack of advertising and the unpaid bills of subscribers accounting for its death. Zenger gradually was forgotten after that. In 1920 one of the leading historians of American journalism, George Henry Payne, wrote that "we find Zenger his work done, passed, forgotten."

He was remembered, as we have seen, in 1933 and during the recent war. He was thought of also in 1940, when the New York Public Library acquired some manuscripts which gave new facts about the background of the trial. This new literature, the shrine at Mt. Vernon in St. Paul's church, and the place John Peter Zenger's name occupied in the materials about freedom of the press issued during the war, give assurance that he will henceforth be remembered, not only as the printer of the first arithmetic but also as the symbol of freedom of the press.

# *It Seems to Me*

**BYRON C. KIRBY**
**Principal, Oliver School**
**South Bend, Indiana**

### Group Spirit First

An important factor in school room control and achievement is the creation of a good spirit and attitude. First of all, teach the group to respect and honor you; to have a friendly feeling towards each other; to be proud of everything that pertains to their class: its achievement, appearance, courtesy, industry, conduct — do this and you will have set the stage for a happy, successful year's work.

One can meet his class in an unfriendly, disinterested way, give instructions with an air of aloofness, and cover the subject in a cold, matter-of-fact fashion. But in this procedure there is no integrating factor; no bond of sympathy, love, pride, no common incentive, no immediate and worthwhile goal, no inspiration. And these after all are fundamental to maximum achievement.

How to instill the above factors is an art. In the first place, it is necessary for the teacher to be alert, friendly, broad, businesslike and keenly interested in every student. The teacher should radiate this feeling to the degree that each member of the class knows the teacher is personally interested in him. It's a good plan to visit the homes of all patrons two or three times per semester. If this is impossible, then once is better than not at all.

In the next place permit the class to exercise as much initiative as they can possibly assume. However, be careful that valuable class time is not wasted and that conduct always be kept on a high plane. Class teams, parties, projects such as caroling Christmas Eve, Hallowe'en parties, parties on school time, striving for the best attendance and academic records —all these give something defin-

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ite around which to rally the class, something that will help bind all the various elements together into a unified group. The teacher should be interested in every one of these activities. They are all educational tools — tools for creating social training, academic training and group loyalty, pride and enthusiasm.

A good name for the class helps too. That's the reason some football teams are called Tigers, Lions, Bears, Wild Cats; and the reason some of the armored battalions of the army are called Victory, Super Six, Thundering Herd, Rolling Eight Ball and Spearhead.

Strive for a good, healthy, virile classroom spirit first of all—and your battle as a teacher will be mostly won. Esprit de corps—pride in one's unit—that's what causes the individual to work, struggle, and sacrifice to maintain its dignity and its honor.

# AUDIO-VISUAL AIDS NO PANACEA

**WILBUR A. YAUCH**
**Ohio University**
**Athens**

JOHN DEWEY, in his book *How We Think*, has made famous an illustration of simple reflective thinking. A person is downtown in New York City and wishes to return uptown to meet an appointment at a specific time. He has at his command several alternative forms of transportation: surface car, subway, elevated, etc. Through the employment of past experience he makes a selection of the means that promise success in achieving his objective.

The teacher who uses audio-visual aids to instruction is in a similar position to that of the hypothetical person Dewey uses for his illustration. He has certain educational objectives in mind which he wishes the learner to attain. He also has at his command a variety of teaching aids and devices which may be used to assist in the attainment of these objectives. Which ones he shall use, which ones will most likely be successful, is a simple problem in reflective thinking.

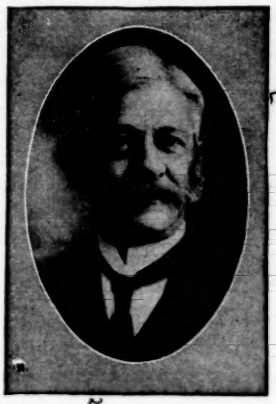
Unfortunately, it is at this point that so many teachers fail to recognize the part that audio-visual aids should play in education. In recent years, particularly during and since the war, the uses to which the armed services have put teaching aids have popularized the sound motion picture projector to the point where it has come to be identified as the sole source of audio-visual education. Boards of Education and superintendents of schools have rushed to equip their schools with projectors and special visual education rooms in the pious hope that this expenditure will solve all their educational problems.

A moment's reflection will reveal a gross misconception on the part of a large portion of professional educators concerning the role that audio-visual aids should play in the educational development of boys and girls. Great emphasis has always been placed by authorities in the field on the fact that these various devices associated with audio-visual education are *aids* and not panaceas for all our educational ills. Like the person in Dewey's illustration, the selection of the appropriate means to an educational end must be made by the *teacher*. Indiscriminant and careless use will result in children's learning going in all directions at the same time. Such thoughtless teaching is comparable to one getting on the first public conveyance conveniently available on the assumption that, since the means of transportation is efficient, it will take one where he wants to go.

There is abundant evidence that the sound motion picture is one of the most educative of all the devices a teacher may use in the classroom. It may be used to bring to children experiences they might not otherwise be able to have. A group of children are interested in the cultural activities of a foreign group of people, for example the Swiss. Obviously, the most effective way to make these children understand such a culture would be to take them to Switzerland and have them live the life of the people. Since such an experience is usually totally impossible the next best experience is to bring the Swiss people into the classroom via the motion picture. It is not a perfect substitute but is the best available.

Motion pictures can also provide experiences not even possible through direct contact. If a group of children are interested in the operation of a steam engine, looking at the mechanical monster as it speeds down the tracks will give them little insight into why such a modern miracle is possible. Diagrammatic presentation of the internal operation of the machine through the medium of motion pictures will give children an opportunity to study the internal mechanism in a way that brings real and added insight.

Again, children may be interested in the life-cycle of the butterfly. Obviously, the most efficient procedure educationally is to bring the insect into the classroom and closely study the various metamor-



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phic stages through which it goes. But this real experience is often full of difficulties. Keeping children continuously interested over the total time involved, and providing each child with something directly connected with the experience, often makes the real experience difficult to manage. A twelve-minute presentation of this life-cycle through motion pictures may be not only an adequate substitute, but may even be superior in some respects.

Finally, motion pictures have an advantage sometimes ignored. A farm boy who spends much of his out-of-school hours dealing directly with activities on the farm may miss through his close contact with the work many of the finer overtones of farm life. Different methods of cultivating the soil, raising animals, the importance of carrying on the multitude of diverse activities may be presented in simple form through motion pictures that will give him increased appreciation of the work in which he is actually engaged.

Throughout the above examples of ways in which the sound motion picture helps in educating children it will be noted that the emphasis in upon *experiences*. Motion pictures are useful only if they are related to children's experiences: as a substitute for experience, as an extension of experience, as an enrichment of experience, or as a refinement of experience. Since experience is the keynote, it is fundamentally important that the teacher be conscious of what kinds of experiences are desirable for the learner. Until that question is answered any kind of audio-visual aid is a relatively useless mechanical device. Only as an educational program is consciously planned, with some desirable end in view, are the aids of any value. One does not usually take a trip until he has planned where he wants to go; neither should one use audio-visual aids until he has determined what he wants taught by them.

Perhaps the most common mistake made by teachers is the assumption that it is educational and desirable for children to "see pictures." A group of film subjects is delivered to the school, including a picture on pre-war Japan, the life activities of ants, the principles of internal combustion engines, the contribution of negro farmers to the war effort, and a description of how rivers are formed. The teacher reasons that, since all these subjects are worth knowing about, it will do no harm for the children to see all of them. The children are exposed to all subjects at one sitting, with no preparation and little done about the learning gained. It requires little reflection to conclude that

any learning achieved is accidental, with little assurance against the learning being actually bad.

What should children need to know in order to understand a picture of pre-war Japan? Is this a "true" picture of the Japanese that should be presented in order to counteract the false impressions given during war time? What does the teacher hope to gain from its presentation? Why learn about ants at this time? If the information gained is to be stored away for future use, is there any assurance that the children will remember it when necessary? Does this group of children have any past experience on which to base an understanding of how an automobile engine works? Even if they do, why bother them now with this technical knowledge? Such questions as these must be answered before a teacher can hope to make the viewing of any film subject valuable to the children.

The most pertinent question to be answered is, Is this the most effective way to provide this particular piece of knowledge? Instead of shutting up children in a stuffy classroom to look at the activities of ants, might it not be better to take the children out into the real world and let them study ants in their native habitat? If it is important for children to know how rivers are made, why not observe the action of little rivulets of rainwater as they cascade down a hillside after a storm in the real life of the children's environment?

A final mistake made by unthinking use of audio-visual aids refers specifically to the use of motion pictures produced by commercial concerns. It is frankly admitted by these concerns that they hope to receive reimbursement for the cost of the film through increased public good will, indirect advertising for their product, or, as is sometimes the case, biased presentation of their case as a deliberate propaganda tool. Unless the teacher is intelligently informed about the purpose built into the production of the film, children are in danger of being victims of unworthy causes. An innocent-looking "educational" film produced by some baker's association will inevitably present the making of bread in its very best light. It will give the impression that all bread is made under the strictest sanitary conditions, untouched by human hand, and of the finest ingredients it is possible to use. Is this an accurate picture of *all* bread-making? What about the local baker, whose product is widely used by the parents of these children? Does his work measure up to the standard set by the picture? Unless the teacher is conscious of the possible false impressions an accurate statement of the facts is denied the children.

All of the above difficulties may

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be avoided if the teacher will take a few, simple precautions:

1. Establish the purpose for the use of any audio-visual aid before it is employed.

2. Select the *most* effective aid that will produce the desired result.

3. Always go *down* the scale of available aids in making a selection, choosing the one nearest the top of the following list ranked in order of its educational efficiency:

   a. First-hand, real experiences of children
   b. Sound motion pictures
   c. Silent motion pictures
   d. Sound presentation (radio, transcription, records)
   e. Models, replicas, museum displays
   f. Slides, film-strips, flat pictures
   g. Maps, charts, graphs, blackboard

4. Use audio-visual aids when they are helpful in:

   a. Stimulating children to embark on a new study
   b. Providing documentation and sources of information
   c. Bringing together a variety of learnings children have been receiving in a unit of study

5. Know beforehand what the audio-visual aid attempts to do so that the teacher will know how to direct learning during the experience. This makes pre-viewing mandatory.

6. Establish on the part of the children a purpose for using the aid. This implies that the children themselves will be intellectually prepared to use the aid.

Many practical difficulties lie in the path of the conscientious teacher who desires to use audio-visual materials effectively. In the first place, the aids most commonly available are almost sure to be well down the scale in educational value. The more effective aids (motion pictures and recordings) take expensive equipment that is still totally lacking in a large number of our schools. The solution to the problem is not hard to find, however. The most effective aid to learning—in fact, the primary basis on which all others are founded—is the real experience of children. No amount of depletion in finances can materially restrict the use of this means of learning. The trouble here lies in the restricted wisdom and educational myopia of school people.

Perhaps the greatest difficulty, which may never be surmounted, is the need for all but the largest school systems to depend upon a central distributing agency for their materials that is far removed from the local school both in distance and authority. State collections of aids and commercial concerns are the two most commonly used sources for materials. In either case it is extremely difficult if not impossible to have the materials available at the exact moment when it is desirable to use them. Aids from a state library must be ordered far in advance of their use in order to get them at all. Materials from commercial concerns require at least a certain amount of time in transit. For a teacher to have available the exact item he needs on the definite day when it is needed, an audio-visual aid library must be close at hand and capable of filling the order on the spot. Anything else leads to artificiality and educational purposes subordinated to the convenience of administrative control.

It is questionable if an ideal program of audio-visual education can ever be devised. It is *not* questionable that great improvement can be made under the existing circumstances, or under probably existing circumstances of the future. Audio-visual aids have no intelligence of their own. Like every mechanical device their worthwhileness depends almost entirely upon the uses to which they are put. If teachers are to continue to consider them as automatic improvement in teaching they might prove to be more of a curse than an aid. The old adage still holds —there is *no* substitute for good teaching.


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# THE EDUCATIONAL STAIRCASE

**GEORGE S. WRIGHT**
**Former Superintendent of Schools**
**Chelmsford, Mass.**

AT ABOUT the age of six most children are brought to the foot of the flight of stairs which constitutes our school system. Some of them have played around the lowest step for a time, but now all are ready for the climb which may lead to the commanding heights of a professional career or a successful business life. Clearly the condition of the staircase up which the children toil is a matter of vital importance to every citizen.

The writer stumbled up the first step more than three score years ago. Later it became his lot to help other children over the hard places, then to direct teachers in their tasks, and finally to guide communities in the improvement of the staircase itself. In these years, progress has been made through experiment, by trial and error; the results of teaching have been subjected to measurement; the human mind has been studied to determine how we learn; the educational steps have been grouped in various ways in attempts to make the climb more easy; the exits have been varied to accommodate differing types. These changes continue, and will continue, as each successive generation takes up its task of building upon its inheritance. Perfection will never be reached: we can only strive constantly to improve.

The educational stairway of sixty years ago differed greatly from that of today. Children remained in school till they reached the age of ten or twelve, but thereafter the drop in enrolment was rapid. As the schools became more closely graded, progress upward was even more hazardous. After the first years the guiding motive in teaching most subjects was to prepare for other work farther along. Thus children were required to master English grammar, beginning in about the sixth year, in order to be ready for Latin in high school. That caused many downfalls. No one knew, or cared, whether knowing rules of grammar improved everyday speech. Difficult and useless processes in arithmetic were taught to prepare for algebra later. Moreover, promotion was determined largely by examination. It was a somewhat rare custom, but not unknown, to allow a grade teacher at the end of the year to set the examinations for the grade below. She could pick her pupils for the next year! Today only the colleges have that prerogative. High school courses were narrow to an extreme. Generally algebra was required of all students the first year regardless of their ability in mathematics, and geometry the second. They took their toll. Some schools attempted to require a year of Latin of all students as a means of backing up English grammar. That never became common.

About forty years ago the writer took charge of a school system in which from 100 to 120 children entered three first grade rooms each year. There were three second grades, three third, and three fourth. Then two rooms each took care of the fifth grade, the sixth, and the seventh. A single room handled the eighth grade, and the high school enrolled fewer than 100. Such a drop was not unusual; rather it was characteristic the country over. Boys and girls who did not succeed in any grade, or did not like school, or the teacher, simply scampered off the ends of the steps into fields where employment was not hard to find, in mills, on farms, in homes and stores. In those days, teen-age boys and girls were expected to work. Did those who left school early fifty and sixty years ago suffer from it? That would be hard to prove. They gave up formal training, to them largely meaningless, for practical training to be had for the asking. Vocational courses were not needed then: trades were taught to apprentices, girls learned the arts of homemaking in mother's kitchen or in a neighbor's. But the public forty years ago was beginning to demand an educational staircase better fitted to train "all the children of all the people." That this end has been achieved in large measure is evidenced by the increased enrolment in the higher grades. Children remain in school longer, not just because they are shut in by attendance laws strictly enforced, but because they and their parents value their present opportunities.

Not all the experiments of these decades have been successful, nor has any one been a total loss.

Just fifty years ago the writer faced his first class in geometry. An eminent and inspiring leader in education in Massachusetts was advocating the teaching of the subject without a textbook. Let the students under guidance of the teacher work out each theorem as an original and keep the resulting demonstration in a notebook. The advocate of the method doubtless could teach successfully in that way. Probably many teachers could. The writer made an absolute failure, and after a few weeks the books came off the shelves. But do not jump to the conclusion that the experiment was a total loss. For one thing, it pointed out the folly of requiring all second

year students to take geometry. The only way some of them could pass the requirements was to memorize the proofs as given, word for word, a profitless task. Is that procedure absolutely unknown in the schools today? It certainly is less common. Memoriter recitations are not now so highly regarded as in the days when a history text written in a sing-song style was popular because easily commited to memory verbatim, to say nothing of the still earlier days when the rules of arithmetic and the facts of geography were taught in rhyme. Such methods were acceptable in the days when psychology held that the mind was composed of distinct faculties, memory, reasoning, etc., which the schools were expected to develop.

The junior high school illustrates a change in organization which has been reasonably successful, but which falls far short of realizing the first claims made for it. It has not proved to be a means of lessening school costs; whether it better bridges the gap between the elementary grades and the secondary may be open to question; the bizarre exploratory courses of its first years went out the window long ago; but it did point out the desirability of modifying both content and method of teaching in the 7th and 8th grades. The magic of the name junior high now carries little weight. Generally speaking, local conditions such as accessibility of the proposed school, or means of transportation, govern a community in deciding whether to group its upper grades in larger units.

Progressive Education, with capital letters, represents another experiment which, so far as public schools are concerned, has run its course, but in so doing has very decidedly modified ideas and procedures. It emphasized the fundamental concept that the highest duty of the teacher is to teach Mary and Jane, John and Jim, not just a class. In this respect our indebtedness to the leaders in this type of education is great. If there were no question of per-pupil cost, ever a burning question in tax-supported schools, and provided ten-talent teachers could be secured for every position, then this type of organization would be ideal at all levels. But costs do have to be considered, and the teachers are few who can discard formal discipline and formal drill in class instruction and yet give to even a small group a really effective training in subject matter, in attitudes, and in conduct. The crux of the matter is the skill and personality of the teacher, just as it is the teacher who determines the degree of excellence of any school.

Here is the one constant factor amid all the changing methods, aim, and organization, the classroom teacher, the one who comes into close contact day by day with the developing boy or girl. She holds the position of prime importance. Teachers are now better trained than formerly; many hold degrees, although a degree is of doubtful value as a measure of worth. But there were great teachers in the old days, who were able through their personality and example to arouse all the latent possibilities in their pupils, to strengthen self-control through discipline, to instill high ideals as guiding stars through life. The present better preparation has doubtless increased the proportion of such teachers. The better textbooks of today, the more comfortable and sanitary buildings, the broader courses of study are of value only as they enable classroom teachers to do better work. The much greater and closer supervision, given by the highest salaried persons on the staff, justifies itself only as the classroom teachers are able to draw inspiration therefrom. The supervisor who merely tests the work and rates the teacher is of doubtful worth. But given a supervisor who

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earlier was himself a teacher of superior type, in whom the teachers have complete confidence, whose visits to a school are a delight to pupils and to teachers alike, and a condition exists which insures harmonious and excellent work. Let a community which desires to maintain a high standard in its schools look first of all to the welfare and happiness and enthusiasm of those whose work day by day is with their children; all else is secondary. "As is the teacher, so is the school."

# CHARACTER FROM THE ENGLISH CLASS

**DAVID T. ARMSTRONG**
**Weehawken, New Jersey**

AS TEACHERS of English we need continually to re-examine our aims, objectives, and actual practices in an attempt to do better those good things we have all along been trying to do. As the material world about us cracks and crumbles, two things become necessary: a larger spiritual domain as a sanctuary for the individual soul and a strong defense against the inroads of materialism on the spiritual life of man. There must ever be in our teaching an outlook toward high hills and green meadows.

Today the problems of young people for social and personal adjustment are particularly difficult. In addition to providing relief from the emotional strain engendered by the wake of a war, the lessons we teach should help our students develop moral fortitude and philosophic calm. For example, in Stephen Crane's poem:

*The Wayfarer*

The wayfarer,
Perceiving the pathway to truth,
Was struck with astonishment.
It was thickly grown with weeds
"Ha," he said,
"I see that none has passed here
In a long time."
Later he saw that each weed
Was a singular knife.
"Well," he mumbled at last,
"Doubtless there are other
roads."

we might point out to our students the fact that in the first glow of enthusiasm we make rash resolves, resolves which the obstacles of actual life situations make difficult of attainment. Many applications of such a theme are possible. There is the thought that persistence and perseverance stimulate success; "Finish one picture and you will be a painter," as Sir Joshua Reynolds used to say. There is also the possible interpretation that in a long and serious crisis as this present era gives promise of being, the seemingly slow progress to peace enervates the pioneering spirit by a process of attrition to a point where weak-hearted individuals may give up and sooth their consciences by repeating, "Doubtless there are other roads."

Open-mindedness, until sufficient facts are gathered to give the basis for a valid opinion should be encouraged. A healthy skepticism can be generated in the minds of our students. They are sometimes too ready to believe the printed page, and they fail to test ideas and opinions by common sense. Paper does not refuse ink. Neither does the microphone edit or correct the skillfully contrived language of a deceiver.

Therefore, teaching concerning the importance of using language carefully and honestly, becomes daily more necessary. Any teacher who is serious about teaching the meaning of language and feels the need for a sound approach to this problem may find his thinking clarified by practical consideration of the following examples: If you ask a class to tell you where the United States comes in the list, first, second, third, or last, on the basis of the following statement, "No country in the world has better democratic institutions than the United States of America," the students will almost without exception tell you the United States comes first. When you then state that no blackboard in the room is wider than this one (pointing) and conclude therefrom that "this is the widest blackboard in the room," they will be both amazed and enlightened. At least some of them. For the rest you will still have to explain what you mean and what you are driving at. This statement is carefully designed to lead you to a conclusion planned by the speaker in advance. If you later discover the truth you can bring no charge against him. What he said was not the same as your interpretations of what he said. Trick statements like these which predispose the hearer to a given conclusion are common today. For example, a current advertisement informs the reader that "No aspirin can do more for you than ———aspirin." It takes a shrewd student to remind you and the class that on the basis of that statement no aspirin can do less for you.

We owe it to our students to remind them of the opera star who persuaded us Americans via the

billboards that cigarettes did not hurt his throat. The implication was that he used them and suffered no ill effects. The fact of the matter is that he is a non-smoker.

The Delphic oracle was perhaps without a paragon in the ambiguous use of language to achieve a worthy or unworthy end. When a warlike king was told that a great host would be destroyed when his army crossed a certain river, he assumed that he would annihilate his enemy. To his discomfiture he was defeated in battle.

It is hardly too much to say that unless we educate our students to use their common sense in the analysis and interpretation of this kind of language we are depriving them of part of their educational birthright.

We require also to inculcate the ability to interpret correctly proverbs and hard sayings. This is a definitive skill little cultivated in the schools of America. The few times we came across something in a series of literary selections that is striking and unusual and at the same time baffling to comprehension makes it desirable to forcibly inject opportunities to interpret statements into the English lesson. Consider the following: Each presents a thought in language so out of the ordinary as to make interpretation an exercise in thinking.

1. The winds are always on the side of the ablest navigators.
2. He is every other inch a gentleman.
3. He is rusting on his laurels.
4. A shipwrecked sailor buried on this coast bids you set sail.
   Full many a bark ere he was
   lost weathered the gale.
5. To be great is to be misunderstood.
6. The child is father to the man.
7. When the Devil was sick, the Devil a monk would be.
   When the Devil was well, the devil a monk was he.
8. What a man earns in the daytime goes into his pocket.
   How he spends what he earned goes into his character.
9. A little learning is a dangerous thing
   Drink deep, or taste not the Pierian spring.
10. God made him and therefore let him pass for a man.

As you contemplate the moral and ethical tone of these serious problems for thinking, the incidental character building opportunities of this type of exercise justify the time spent in class discussion of their meanings.

The problems of vocabulary should also challenge our serious attention. Since John Smith wrote his history of the Virginia Colony, our language, in response to expansion in the range and scope of our varied interests, has grown to almost three quarters of a million terms. If therefore we continue to spend a great deal of time on the vocabulary of authors like Chaucer, Spenser, Milton, and even Shakespeare, whose works abound in words no longer used to the consequent neglect of contemporary writers who use wisely and well the modern vocabulary, have we any justification for criticising the poverty of student vocabularies, or their lack of understanding of today's problems?

These great authors are worthy of serious study because of the breadth of their knowledge and the profundity of their treatment of common human problems. However in our handling of them in class we shall do well to substitute modern terms for obsolete and obsolescent usages which may obscure the significance of a section we really want students to interpret and comprehend.

Just a word more about contemporary literature. A wise student once remarked to his teacher that a young man who in the time of Socrates and Plato followed the usual pedagogical advice and spent all his time with the classics to


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the exclusion of his contemporary masters of the art of expression, was not gaining thereby the best education. A greater than Shakespeare may be entertaining the "rabble" today minus the approbation of the professors. It is probably true that most Athenians knew about Plato and Socrates while only a few appreciated them Too many of us commit the mistake of J. G. Lockhart in his review of *Endymion* in "Blackwood's Magazine." "It is a better and wiser thing to be a starved apothecary than a starved poet; so back to the shop, Mr. John, back to the plasters, pills, and ointment boxes."

In short, if we are going to do anything at all about building worthwhile character we must meet young people today on the common ground of contemporary literature and show how the classics we teach throw light on modern social, and personal problems.

# CITIZENS FIRST, VETERANS SECOND — THE A.V.C.

JAMES W. McGREW

LONG established organizations of veterans have rarely turned their attention to public education except, possibly, to use their influence to shape the writing of texts to conform to the organization's ideas of what constitutes "patriotism" or "Americanism". However well meant were the motives behind such action, it is doubtful that history, for example, should be written to inspire rather than to inform. Aside from this and the highly commendable community youth programs of the American Legion and the Veterans of Foreign Wars, there is no evidence that veterans as a group were conscious of the role of the school as a factor in the democratic way of life.

Not so a group of veterans of World War II. The American Veterans Committee, a liberal organization numbering over 60,000 exservice men and women, has come out strongly for reforms long overdue in our educational system. True to its motto of "Citizens First, Veterans Second," the AVC is urging that the Federal government aid education, that teachers be compensated adequately and that discrimination in the schools be abolished.

AVC is particularly strong in the colleges and universities and in April, 1946 the first chapter to be formed at a teachers college came into being at the New Jersey State Teachers College at Montclair. Shortly thereafter this chapter obtained the support of the New Jersey State AVC Council for an $1800 minimum wage bill for teachers that was then before the Legislature under the auspices of the New Jersey Education Association.

When the tentative national platform of the AVC was first published the tiny Montclair Chapter noted that it contained no mention of education and forthwith drew up a resolution calling for "the Federal government to assume a sizable share of the responsibility and cost of public education" and that "in return, those school districts receiving Federal Aid should agree to accept certain minimum standards set up by a United States Commissioner of Education and should further agree, that Federal funds shall be used equally among all students of the district without regard to race, religion, sex or the political, fraternal or economic affiliations of their parents and guardians."

This resolution was distributed to about 75 chapters, together with a letter stating that "education is a vital concern of every citizen" and that it "should not be dependent upon the property value of the school district in which (the child) lives."

The action of the Montclair Chapter supplemented the thinking along similar lines that was going on in several chapters and the final result was a resounding and definite demand for a reform of American education. The platform, adopted by the first National Convention of AVC at Des Moines on June 15, reads, in part, as follows:

"The present educational system presents serious inadequacies, particularly regarding discrimination, equal opportunity and facilities for all. We favor Federal aid for the public school systems of the country on a per capita and not on a state matching basis, with safeguards to prevent Federal control of what is taught.

"Any discrimination in school entrance requirements due to race, creed, color or national origin must be eliminated. We favor the repeal of tax exemptions to schools engaging in such discriminations; and we are opposed to segregation in schools. We favor the establishment of free college and professional schools, admission to which shall be based on merit only.

"We demand that the teachers of our nation receive salaries commensurate with their position as leaders in the community. We favor raising to cabinet level the Federal Security Administration. We favor the establishment of entrance requirements to the military academies on the basis of free competitive examinations, and without Congressional appointment."

It would seem that the veterans organization which places citizenship above veteranship and refuses to support "mass raids on the Treasury" by veterans has outlined a program for public education which educators, as a whole, should vigorously applaud.

# THE TEACHER AS COMMUNITY MEMBER

HENRY FLURY
Eastern High School
Washington, D. C.

WE HEAR a great deal in teachers' meetings and institutes about improving the teacher's efficiency as a classroom performer but not so much about the part the pedagogue plays as a community figure. It seems to me that in limiting ourselves to consideration of in-school performance, we are overlooking one of the by-products which may rank co-equal with benefits.

Since the teacher's professional education these days is usually along broad lines, he or she is on a mental level with the local clergyman, the physician or attorney. This is especially true of the rural areas. This would suggest that the teacher should assume a more active role and exercise his opportunity for community leadership or participation. By so doing, he may help to orient the community toward more progressive ideas and ways.

In the annual teacher Rating Sheet used in the nation's capital, considerable weight is given to "Participation in Community Activities."

The new Superintendent of Schools in the nation's capital, Dr. Hobart Corning, at a recent city-wide institute, also stressed the participation of teachers more fully in community life.

Dr. Ablett H. Flury, Assistant Commissioner of Education for the State of New Jersey, in his Ph.D. study of the responsibilities and duties of principals of high schools in that state, revealed an increasing demand for the services of such heads in community activities. But one does not have to be a principal to figure importantly in community living.

There are two ways in which a teacher may make his influence felt. The first is by making better citizens of the pupils, developing their brain power and social consciousness. The second way is by being himself a better citizen, by taking part in community life. In this respect, his influence will largely, but not solely, be exerted upon adults. He may welcome such opportunities as serving on juries, on registration and election boards, on Home and School committees. He should, by all means, become a voter (if he lives outside the District of Columbia) but not a candidate for political office. He will use his voice and pen through the local newspaper, be it daily or weekly, in advocating more and better playgrounds, the

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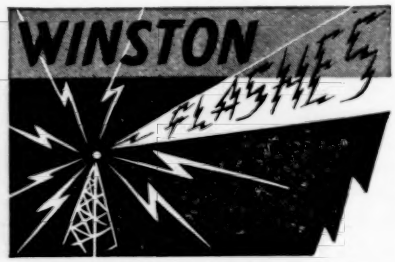


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elimination of traffic and moral hazards that trap and kill adults as well as children. He will assist the local physician in building up community health and the local pastor in controlling ill-conducted pool rooms and tap rooms which have a tendency to lure youth.

Some of our writers bemoan the encroachment of commercialism or industrialism upon religion, upon youth, and upon our way of life in general. Dr. Charles Clayton Morrison, the editor of *The Christian Century,* an undenominational paper, in a series of articles, deprecates these trends. I think teachers should pay attention to these warnings and should rally to the support of those fighting against downward trends. Dr. Jacques Barzun of Columbia University, in his clear, merciless dissection of our educational weaknesses, *The Teacher in America,* likewise exposes our lack as leaders in the community. George H. Henry, Principal of the Dover, Delaware, High School, in the February JOURNAL OF EDUCATION, in an article headed "Lonely Teachers" challenges the teachers to attack the stupid, stodgy status quo of many non-progressive communities. Incidentally, I know something about this at first hand, for I have served my time "playing the small towns" on a miserly pittance, trying to infuse into those spots a little of modern culture. All too often, blue laws of various tints and degrees bedevil the teacher who brings "new" and "dangerous" ideas into smug and self-satisfied areas. Thank Heaven, not all rural towns are that way! We cannot blame the sharecroppers for not having a yen or hunger for culture. They have never tasted it; they don't understand it; they don't want it.

I am not offering a panacea or handy formula for the solution of the problem of the failure of American teachers to be the leaders of their community which their training and position should guarantee. If a man is hired as a civil engineer and his boss uses him as a clerk, the loss is the firm's more than the engineer's. In many a rural community, a highly cultured and well equipped teacher is being used as a pedagogic drudge. No wonder she quits! But I say, "Hold on! Fight hard! This is part of your job. You are not a mere classroom hack. You are a salesman of the Better Way. You must sell them on culture."

Teaching can be as big a job or as small a job as the caliber and soul (yes, teachers have souls!) of the individual who exercises its functions and exhausts its possibilities. He or she can fill the mold (not a fungus) of classroom teacher only, or overflow the mold and make himself or herself a positive, creative force in the community. All this involves courage and faith first, and knowledge last. It is a battle against a tough enemy—*Ignorance*—who gives no quarter.

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# The News Digest

## OF EDUCATION IN ACTION

### Teacher Federation Weighing Strike Weapon

ST. PAUL, MINN. — The American Federation of Teachers at its annual convention here instructed its executive council to re-examine the 30-year-old "non-strike" policy of the organization.

Delegates unanimously adopted a resolution which asks the executive council to re-examine the policy and "arrange for a full discussion in the *American Teacher* (official publication of the federation) of the possibilities of a strike technique as a means of arousing the American public to an appreciation of the desperate needs of its children."

### Annual Meeting of Social Studies Teachers

BOSTON.—The National Council for the Social Studies will hold its twenty-sixth annual meeting here November 28-30. Headquarters will be at the Hotel Statler, where all meetings but those on the opening day will be held.

On November 28, the group will visit historic spots at Plymouth, Massachusetts and see a Thanksgiving pageant.

On the other days, a widely diversified program will be offered, with meetings designed to give teachers help in guidance with current social studies problems.

For further information, write to Merrill F. Hartshorn, Executive Secretary, N. C. S. S., 1201 16th Street N. W., Washington 6, D. C.

### Schools Closed— But Lessons Continue

MINNEAPOLIS. — Unable to go to class because of the infantile paralysis epidemic, Minnesota school children have had the classroom brought to them over the radio in their own homes. Commencing Sept. 2, the University of Minnesota radio station has broadcast lessons ranging from kindergarten through senior high school.

## Probing Educational Worth Of War Training Methods

WASHINGTON, D. C.—A project in postwar salvage has come through with its first collection. This is the preliminary report just published by the American Council of Education, of its special committee to study the armed services classification and training programs and discover what values these had for civilian education. The special committee is headed by State Commissioner of Education, Alonzo G. Grace, of Connecticut.

The committee first sought the views of 180 persons who had taken part as instructors or executive administrators in the program of military training. The predominant belief of this group is that our schools and colleges should make greater use of testing and guidance, and that there should be at least one guidance officer, with proper equipment and assistance, for every 1,000 students. In this way, our schools can discover "reservoirs of undeveloped talents."

Questions put to 2,000 persons who underwent some phase of service training, brought out several strongly held opinions. Among these were: that civilian instructors should make greater use of audio-visual devices; that civilian students would profit from smaller classes with more individualized instruction; that courses in civilian school and colleges are now sufficiently rigorous and that these institutions are already giving exams as frequently as they should. Many respondents felt that instructors should stick more closely to their subjects and not waste students' time.

### New York City Schools To Try Television

NEW YORK.—Television will be carried into the classroom as part of the New York public school curriculum beginning this year, and its use probably will be extended rapidly thereafter, it was disclosed recently by Board of Education officials.

As a definite step toward installation of television equipment in the public schools, the board has decided to wire for television all new school buildings provided for under the 1946 construction budget. This includes twenty-eight new buildings scattered throughout the city's five boroughs.

The medium will take its place as a supplement to other teaching aids, such as radio and motion pictures, according to Dr. Stephen F. Bayne, director of curriculum of the New York school system.

Dr. Bayne said that it appeared that television can serve the schools in three respects: (1) in bringing "reality" into the classroom through coverage of important news events; (2) in providing demonstration material, such as might be employed in science or vocational classes, and (3) in providing dramatizations useful in teaching history or literature.

### All Literates Drafted To Teach Illiterates

LOS ANGELES.—Mexico's mass education movement, by which more than 1,000,000 illiterates—more than half of them adults, have learned to read and write in less than two years—was described here recently by Jaime Torres Bodet, Mexican Minister of Education.

Senor Bodet believes that all Mexican illiterates, who constituted 48 per cent of the 20,000,000 population, can be taught to read and write in six or seven years.

"In August, 1940," Senor Bodet

# Guide to Help Teachers Spot Future Delinquents

NEW YORK, N. Y.—Public school teachers of this city have been given a guide to help them spot maladjusted pupils in their classrooms. The educational division of the New York State Youth Commission, which has been working on this problem for several years, has just issued a report on "The Detection of Vulnerables." New techniques for identifying the future delinquent before his behavior becomes obvious to parents are described.

To aid the teacher in what is admittedly a difficult task, the report sets up a number of objective criteria, based on the child's total behavior pattern. Thus, the child is graded on his actions much as he is on his examination papers. His total score gives the key to his delinquency potential, since the maladjusted child is most likely to drift into anti-social behavior, to compensate for his lack of success in school and on the play ground.

Among the danger signals stressed in the questionnaire are reading difficulty, consistent school failures, lack of interest, physical handicaps, overly aggressive or submissive behavior, lying, cheating, stealing, tantrums, inability to get along with classmates, self-consciousness, and constant restlessness.

The child may exhibit any one of these symptoms without being abnormal, but a high score points to the need for guidance that will help him to find a happier role within his own group.

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said, "President Avila Camacho issued a decree making it compulsory for every literate person between 18 and 60 in the nation to teach one illiterate between the ages of 6 and 40 how to write. By this program, more than 1,000,000 have been taught.

"This," he continued, "was only one barrel of the program. The other was the creation of special schools, informally organized, designed to teach illiterates — children and adults. The instructors were unpaid volunteers, though many of them were teachers working after regular hours."

Special newspapers for the newly literate adults have been devised, Senor Bodet said. These are in the form of large posters with large type which give the news of the day in very simple language. These posters are mounted in the Indian villages.

## English Teachers' Council To Meet in New Jersey

ATLANTIC CITY, N. J.—The annual convention of the National Council of Teachers of English will be held, November 28-30, at Atlantic City, New Jersey, The convention theme is "English in These Times." The program will consider realistically the place of English instruction in education for these times and will weigh, for all levels of instruction from kindergarten through the university, the means and materials appropriate for the realization of the objectives of the language arts.

## Students Turn In To Aid Janitor

MABTON, WASH.—In his 11 years as janitor of Mabton High School, Louis Artz has gone out of his way to be helpful to students. Finally the students decided something should be done about it.

They took a half day off from their classes to assist him in washing windows, scrubbing shower rooms and cleaning the building.

## Pupils Lose 8 Days; Teachers Gain $65,000

NORWALK, CONN.—After the 6200 pupils of Norwalk's public schools had enjoyed eight unscheduled holidays, the protesting teachers returned to take up their fall duties, and their "non-startage" strike became history. The trouble had grown out of a refusal of the Norwalk Board of Estimate to support the salary raises recommended by the Board of Education, thus placing the school department in an apparently helpless position. The Norwalk Teachers' Association had the sympathetic backing of state authorities, and only Governor Baldwin's threat to take over the schools and bill the town brought the finance board to the point of yielding. The 236 teachers will receive an aggregate increase of $65,000 or more than two-third of the sum demanded. Their association gained permanent recognition as bargaining agent and the new contract is between the association and the Board of Education. During the coming year an improved contract is to be worked out. While rejoicing over their own success, the organized teachers discovered their action was keenly watched by boards and teachers in many other places.

## Ohio State Polls Students on Class Size

COLUMBUS, OHIO. — Students at Ohio State University returned a verdict of "no" to the question, "Do large classes result in ineffective instruction?" Seeking the answer from the students, the university asked undergraduates to grade their instructors of the previous term. The great majority of them rated their instructors better than average, which Ohio State feels is an indication that increased enrollment does not necessarily bring about the lowering of standards foreseen by education's gloomy prophets.

## Navy Equipment Available to Schools

WASHINGTON, D. C.—Schools and colleges throughout the country will have an opportunity to acquire certain types of Navy surplus property. Items to be donated by the Navy will consist largely of machinery, equipment and tools suitable for vocational training and aeronautical courses.

The only cost to educational institutions will be the packing, handling and shipping charges. Information on available items can be secured from the Educational Agency for Surplus Property in each state.

## 7 Universities Plan Atom Study for Peace

CAMBRIDGE, MASS.—A $5,000,000 project for perhaps the most extensive program yet projected for the peacetime application of atomic power to medical and industrial fields will have a Massachusetts Institute of Technology scientist as director of research and will be participated in by both M.I.T. and Harvard in cooperation with seven other eastern universities.

An outline of the undertaking, which will be carried out under contract with the government, was given by Edward Reynolds, administrative vice-president at Harvard and president of the Associated Universities, Inc., the organization through which the universities will operate in the program. Dr. Philip M. Morse, professor

of physics at M.I.T., will be director of scientific research for the project, Reynolds said.

## Named to Teach Jap Crown Prince

NEW LONDON, N. H.—Mrs. Elizabeth Gray Vining, whose appointment as tutor for the crown prince of Japan was announced by the State Department, said she views the forthcoming job with "a certain amount of trepidation."

Mrs. Vining said she expected to teach the English language to the crown prince.

Under the pen name Elizabeth Janet Gray, she has written "about 10" books, primarily biographical and historical, all pointed at "the teen age level."

## Survey Hints Need For Younger Professors

LEXINGTON, VA.—Statistics on the ages of members of the faculty of Virginia Military Institute reflect the increasing difficulty education has had in recent years in attracting young men. The V. M. I. faculty numbers some fifty men, of whom a dozen are between sixty and seventy. By far the greater number are between forty-five and seventy, with only twelve under forty. Only two are under thirty.

## Nursing Given Lift At Radcliffe

CAMBRIDGE, MASS.—A new coordinated plan for the training of selected young women who expect to make nursing their profession will be offered this year by Radcliffe College in cooperation with the Massachusetts General Hospital School of Nursing. This program will be unique in that it offers an opportunity to combine a completed liberal arts education in nursing. Candidates who are admitted to this five and one-half year program will meet the requirements for the A.B. degree, and may choose freely among twenty-five undergraduate fields of concentration. No pre-professional courses will be included in the college program which might limit the breadth of general education.

Students will carry full work at Radcliffe for their first year, spending three hours a week at the Massachusetts General Hospital. During the next two and one-half years, instruction will be given both at the college and at the School of Nursing, and at the end of three and one-half years the student will receive her bachelor's degree from Radcliffe. She will then spend two full years in the School of Nursing.

# Film Experiment to Broaden High School Curriculum

LINCOLN, NEB.—An experiment in curriculum enrichment through the use of specially selected motion pictures is being conducted by the Universities of Nebraska and Omaha, and four State teacher training colleges, each of these six institutions working with four high schools in their respective areas.

Nebraska has a system of small secondary schools in which an enrolment of 100 pupils and a faculty of from three to six teachers is common, according to Dr. Frank Sorenson, University of Nebraska secretary of the committee formed to develop the project. As a result, the standard curriculum is very narrow, he said, and motion pictures are being introduced in an effort to stimulate student interest in such broad new subjects as aviation, the United Nations and the principles and implications of atomic energy.

Sixteen millimeter sound films will be shown in school assemblies and also integrated into classroom work to dramatize history, science, mathematics and other regular studies. A master circulating library is being set up at the University of Nebraska and smaller libraries at the other five centers. Each of the participating high schools will concentrate its film activities in a single field during this year, selecting different fields later. Once the high school phase is successfully under way, the project will be extended to the elementary grades.

The experiment is being jointly financed by the University of Nebraska Teachers College and Extension Division, the Nebraska Department of Public Instruction, Teaching Film Custodians, Inc., and the Carnegie Corporation of New York. Results of the program for both students and teachers will be carefully evaluated each year.

## University of Wisconsin To Plan With High Schools

MADISON, WISC.—Provision for a standing committee on state high school and university correlation was voted by the University of Wisconsin faculty at a recent meeting. In approving the setting up of the new standing committee the faculty adopted a recommendation of its own university committee which declared that:

"In view of the problems now arising which involve the co-ordination of high school and university work, the committee recommends that a standing committee on high school and university correlation be elected annually, for conference with a committee of the Wisconsin Education Association which is to be chosen for this purpose."

The new joint university-high school committee will consider such problems as entrance requirements and other similar problems affecting both the university and the high schools of the state.

## Tugs House Veterans At Alabama Polytech

AUBURN, ALA.—Ingenuity plus surplus property equals a partial solution to Alabama Polytechnic Institute's housing problem.

Ninety-three tugboats in drydock are the homes this fall of 186 veterans attending the college, whose enrollment has skyrocketed from 1,162 to 4,383. The cabins, each of which will comfortably house two single male students, are seventeen feet long, seven feet high and seven feet wide. They contain built-in cabinets, tables and two bunks complete with springs and mattresses.

## High School Students "Smart as Ever"

CHAMPAIGN, ILL. — High school students today are as smart as ever, teacher opinion to the contrary, Dr. F. H. Finch of the University of Illinois reports in a monograph of the American Psychological Association.

Although only 14 percent of the 14-18 age group were enrolled in high schools in 1900, as compared with 73 percent in 1940, Finch's conclusions

express disagreement with those teachers who believe that the "favored few" of earlier years were ahead of the modern youngsters in mental ability.

Finch believes that the effects of less careful selection among more recent high school pupils, with respect to measured ability, have been fully overcome by such factors as more effective education, particularly in elementary schools and more favorable out-of-school environment.

## New England Meeting Of English Teachers

BOSTON. — The New England section of the National Council of Teachers of English will hold a luncheon meeting in the Georgian Room, Hotel Statler, Boston, Mass., on Saturday, November 2, at one o'clock. Reservations for the luncheon (price, two dollars) should be sent to Mr. Frank H. Wilkinson, Brookline High School, Brookline, Mass., before October 25. Under the direction of Dr. Winifred H. Nash, Dorchester High School for Girls, Boston, there will be an exhibit of student publications from secondary schools and colleges of New England. Further information may be obtained by writing to Miss Caroline M. Doonan, Newton High School, Newtonville, Mass.

## 40 U. S. Students Now Studying Abroad

NEWARK, DEL. — Forty American students have started a year of study at the University of Geneva, Switzerland. Comprising the first post-war foreign-study group sponsored by the University of Delaware, the students represent twenty-two colleges and universities throughout the nation.

The Delaware foreign-study plan is one whereby qualified students pass their junior year of study abroad under the auspices of the University of Delaware, and receive credit toward a degree from their own university. Nine of the forty students are World War II veterans.

Except for the war years, the university has sponsored a study group every year since 1924.

## Geographic Bulletins Again Available

WASHINGTON, D. C.—The National Geographic Society announces that publication of the Geographic School Bulletins have been resumed for the 1946-'47 school year. Each of the 30 weekly issues will continue to contain five articles and seven illustrations or maps.

Since only a few hundred new subscribers can be accepted, teachers are urged to place their orders early. For further information, write to the National Geographic Society, Washington 6, D.C.

## Chicago U. Sets Up Examination Centers

CHICAGO, ILL. — Sixty-two cities throughout the United States, Canada, and Puerto Rico have been designated by the University of Chicago for examination centers to facilitate students who wish to qualify for admission to the Midway university.

An administrative unit to deal more effectively with the administration of the university's examinations, the centers will hold tests five times a year. Entrance and general education tests are scheduled for four times during the year, and the scholarship examination, once a year.

Tests will be held at the centers November 12 and 13 and December 10 and 11.

# *Grins Between Grinds*

### IN THE RED

Teacher: "Billy, can you tell me where the Red Sea is?"

Billy: "On the third line of my report card."

### TWETCHELS

An instructor, who suspected his class was drowsing off on him, decided to catch everyone off base. So he suddenly dropped into double talk.

"You then take the loose sections of fendered smolg and gwelg them—being careful not to overheat the brought-tabs. Then extract and wampf them gently for about a time and a half. Fwengle each one twice, then swiftly dip them in blinger (if handy). Otherwise discrinate the entire instrument in twetchels. Are there any questions?"

"Yes," came a sleepy voice from the rear. "Please explain what twetchels are."

### HE CAN TAKE IT

Small boy in drug store: A bottle of castor oil.

Druggist: Want the tasteless kind?

Boy: No. It's for my father.

### SO MOVED

The name of the state where this occurred has escaped our memory and we refuse to pin it on California. Wherever it was, the city council was in session when an earthquake occurred which so rocked the building that the councillors left in haste. The conscientious clerk in writing the minutes explained as follows:—

"On motion of City Hall, the meeting was adjourned."

### NO REHEARSALS

Dickie came home from school at noon and said that he didn't think he'd get an A in Health because "some of us guys didn't have our hair combed this morning." Before he went back to school at noon, it was suggested that he use his comb.

"Oh, no!" he said. "We don't have Health this afternoon."

### A TENDER HEART

The Sunday school teacher had told about the suffering of the early Christian martyrs, and to illustrate the story showed a picture of a scene in the Roman arena where Christians were being thrown to the lions.

Amy burst into tears.

"What is it, Amy?" inquired the teacher.

"There is a poor little lion in the corner of the picture," said little Amy, "who hasn't any Christian."

### A REAL CRISIS

Because he had crawled out on thin ice and rescued a playmate who had fallen through, little Willie was the center of a group of admiring men and women.

"Tell us, my boy, how you were brave enough to risk your life to save your friend," said the dear old lady.

"I had to," was the breathless answer. "He had my skates on."

### WHALE!-ING

Tommy skipped school and went fishing. When he came back, he met some of his friends.

"Catch anything?" called one.

"Nope," replied Tommy. "Ain't been home yet."

# DIRECTORY OF SCHOOL EQUIPMENT AND SERVICES

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